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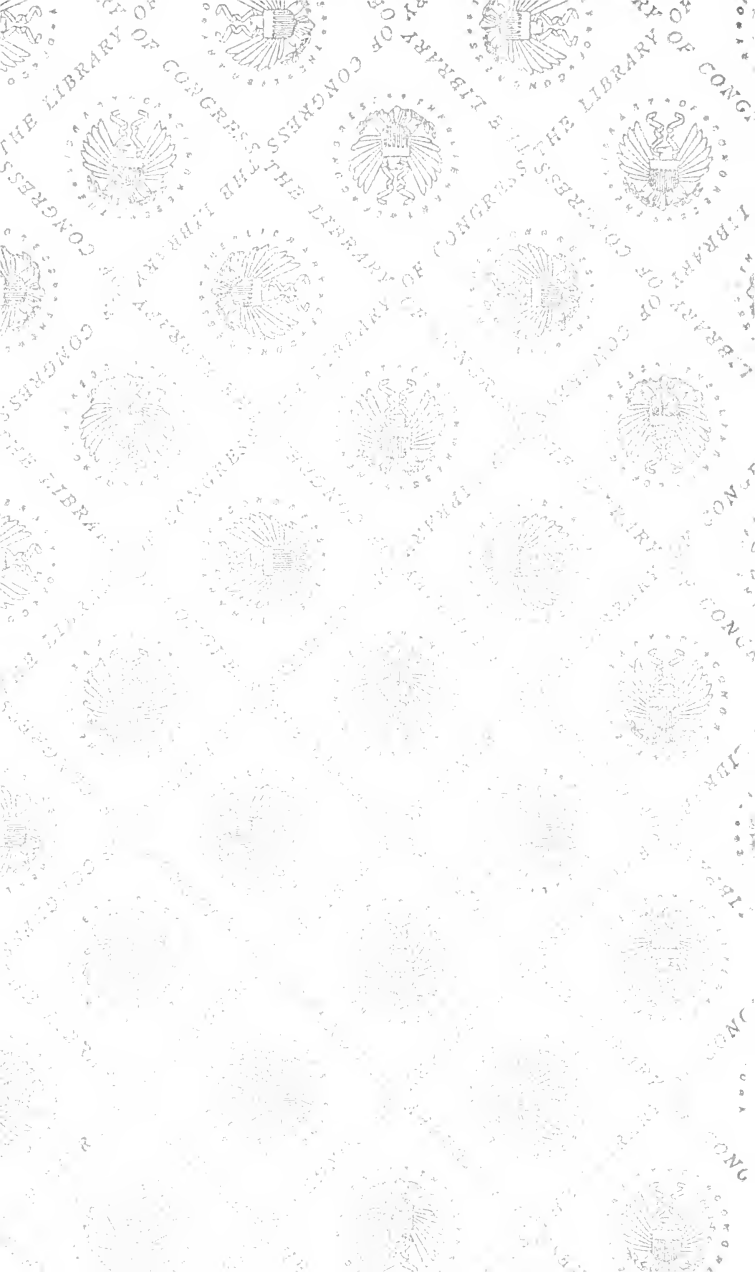
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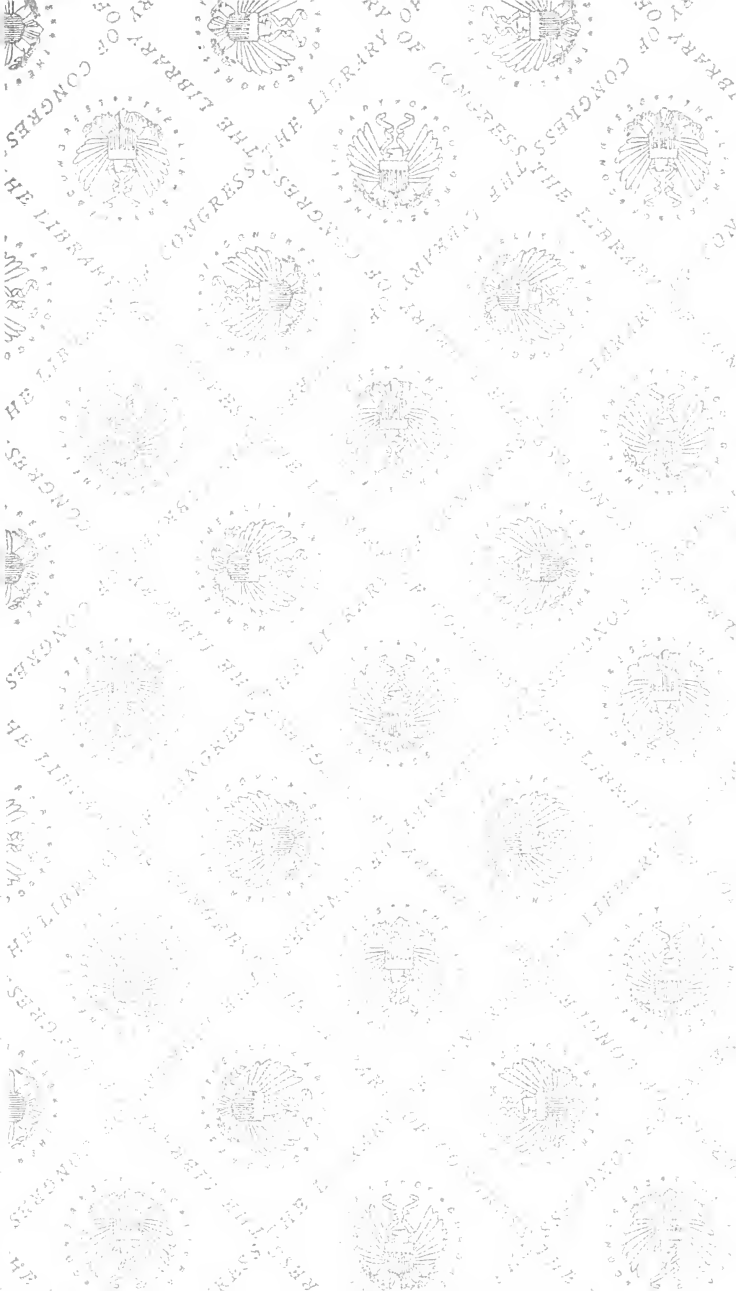
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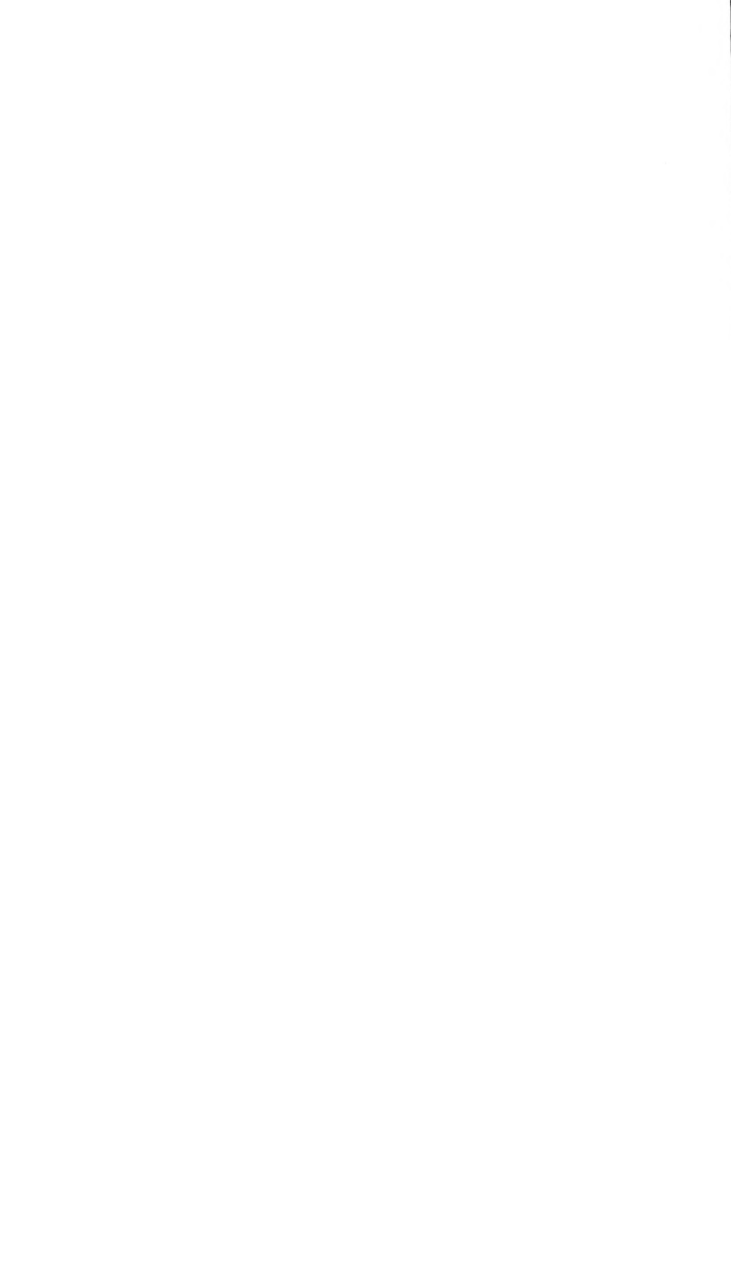
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TOPICS  
FOR  
CLASS STUDY

ADAPTED TO THE  
HISTORY OF THE UNITED STATES.

CALIFORNIA STATE SERIES.

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CHAS. E. HUTTON,

LOS ANGELES STATE NORMAL SCHOOL,  
AND LATE PRINCIPAL OF THE SANTA ROSA SCHOOLS,  
CALIFORNIA.

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1891

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C. A. WRIGHT & CO.,  
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## INTRODUCTION.

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The Topical method obtains now in all successful teaching. It is also obvious that it is more profitable for the pupil to learn all of a given subject at one period in his course than to take it in detached parts. The arrangement of text-books gives events in chronological order; for some purposes this is both necessary and useful. The Topical plan, as given in the following pages, groups under one heading all the events relating to that subject, and therefore shows the origin, development, scope, and influence of that one principle in formulating the history of our nation.

Two illustrations will suffice: 1. Under Topic XV, Politics, are grouped the successive phases of political parties in the Government. We see why a party organizes, how it develops, and how it molds the policy of the nation to its platform of principles. When thus studied as a whole, a clearer and better idea of parties can be obtained by the pupil. 2d. Slavery, (Topic XXVI,) has been a potent factor in our

history, indeed the most potent of any. It begins its work in Colonial times; it develops during the Constitutional Convention; Statehood is subordinated to it; it permeates in later days the whole national policy. We study a little of it in one place, a little in another, and so on, in detached parts. The force of the principle is lost. But under the plan here given, the pupil's attention is directed entirely to that subject from the landing of the first slaves until the adoption of the 13th Amendment to the Constitution.

The method given in the following pages breaks up what may be termed the unity of the Administrations, as followed by textbooks. The President is but the representative of a policy, enunciated by the dominant party. We classify events in this manner merely for convenience of reference. When mention is made of the Kansas-Nebraska Act, the U. S. Bank, or Nullification, we do not first inquire, who was then President, but rather consider the cause, growth, and influence of that principle. The Administration is subordinated to the effect upon the interests of the nation as a whole.

Instead of following the movements of the several armies each year, there have been selected *Locative Points*, around which are grouped all the important operations in that locality. These make up the entire history of the war in that section, and tend to centralize the attention of the pupil to this one locality. An outline map should be used to mark the movements of the armies. Colored crayon will be of advantage in this, as well as to designate discoveries, explorations, settlements and the acquisition of territory.

The plan by Topics, as herein given, has been tested in actual class-work. The teacher gave her unqualified approval of the plan. I watched the progress of the work, and was convinced it had taken a strong hold upon the pupils. At the close of the period, it was the *unanimous opinion* of this class of thirty-five, that a greater interest had been awakened in them, that they had been stimulated to more earnest study, because they could trace results, and thereby could see more reason in the subject.

It is apparent that boys and girls study with greater zeal, when they can see or expect to see a result ensue from certain stated

causes. Undoubtedly much of the classroom disgust for History results from treating events as isolated and not as related parts. Related truths, related facts, and related events, whether in history, science, or literature, are the stimuli to further inquiry and investigation.

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- b.* When founded.
- c.* By whom.
- d.* Cause for settlement.
- e.* Government.
- f.* Religion.
- g.* Education.
- h.* Productions.
- i.* Customs.
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